



Founded in 1885

**New England Association
of Schools & Colleges**

THE FIVE-YEAR REVIEW & FIVE YEAR VISIT REPORT

**Journey to Excellence in
International Education**

School Improvement through Accreditation

SCHOOL	Kingham Hill School, Oxfordshire
COUNTRY	United Kingdom
VISIT DATES	April 29, 30 and May 1, 2015
NEASC Visitor	Janet D. Allison
NEASC Visitor	Scott Phair

*Based on the 8th Edition of the
NEASC Guide to School Evaluation & Accreditation*

*8th Edition
Version 8.2: Apr 2014
NEASC*

©2013

**New England Association of Schools & Colleges, Inc.
Commission on American and International Schools Abroad**

3 Burlington Woods, Suite 100,
Burlington, MA 01803-4514, USA

t +1 855 886 3272

f +1 781 425 1001

url <http://caisa.neasc.org>

CONTENTS

Part I	Introduction	4
Part II	Five-Year Review Template	7
Section 1	Context & Process	7
	Progress on Visiting Team Recommendations	9
Section 2	Action Plans	38
	Accomplishments & Challenges	40
	Core Principles	43
Section 3	The Future	45
Part III	School Data Sheet	47
	List of Persons Involved in Compiling the Report	48
	Supporting Documents & Signatures	49
Part IV	Conclusion by Five-Year Visitors	50

NEASC FIVE-YEAR REVIEW

PART I INTRODUCTION

The school's Five-Year Review Report has four distinct purposes:

1. Chart the school's progress in addressing the recommendations made by the Visiting Team approximately five years earlier and articulating action plans to implement recommendations which remain in progress.
2. Describe significant accomplishments and/or challenges which have occurred since the school's First Report on Progress and Planning (FRPP) and how these have affected or are likely to affect the school and its future development.
3. Reflect on three core principles of the accreditation protocol (School's Guiding Statements, Teaching and Learning, Internationalism) and the extent to which these "drive" the school's programs, practices, and shared understandings.
4. Envision how the school proposes to serve the needs of the next generation of students at a time of rapid change.

In essence, then, the school is asked to review the past, reflect on the present, and look to the future in its self-analysis.

THE REPORT

Completing the Template

Although the template for the Five-Year Review Report may appear straightforward, the report's usefulness to the school and to the accreditation agencies is entirely dependent upon the thoughtfulness, rigor, candor, and care with which it is prepared and supported by evidence. This is why the participation of a broad section of the school community in the preparation of the Report is essential. No section of the Report should be based on one person's opinion.

Some of the questions the school is asked to ponder or respond to may produce different answers from different parts of the school community and may suggest "thinking in progress" rather than conclusive insights, particularly in Section 3 where the school is asked to imagine possible future scenarios. This is as it should be. Visitors to the school will be looking for structures, mechanisms, and practices within the school that facilitate and encourage such open, creative thinking and dialogue rather than for ready-made solutions.

Timeline

The school's Five-Year Review Report must be received by the accrediting agencies approximately five years after the last Team Visit and three years after the *First Report on Progress and Planning*. Schools should allow at least six months for creating the Five-Year Review Report.

THE FIVE-YEAR VISIT

Dates for the Visit

NEASC will confirm dates for the Five-Year Visit before or immediately after the Five-Year Review Report has been submitted.

Visiting Team

Typically a team of two peer visitors will spend three days at the school. They will meet with members of all school constituencies, visit classes, and review the documentation provided by the school. The Visitors' comments will be on the same template as the school's in order to provide for easy comparison between the school's and the Visitors' perspectives on the areas under review.

The school will receive the Visitors' Report as soon as the accreditation agencies have authorized its release and usually within four weeks of the visit.

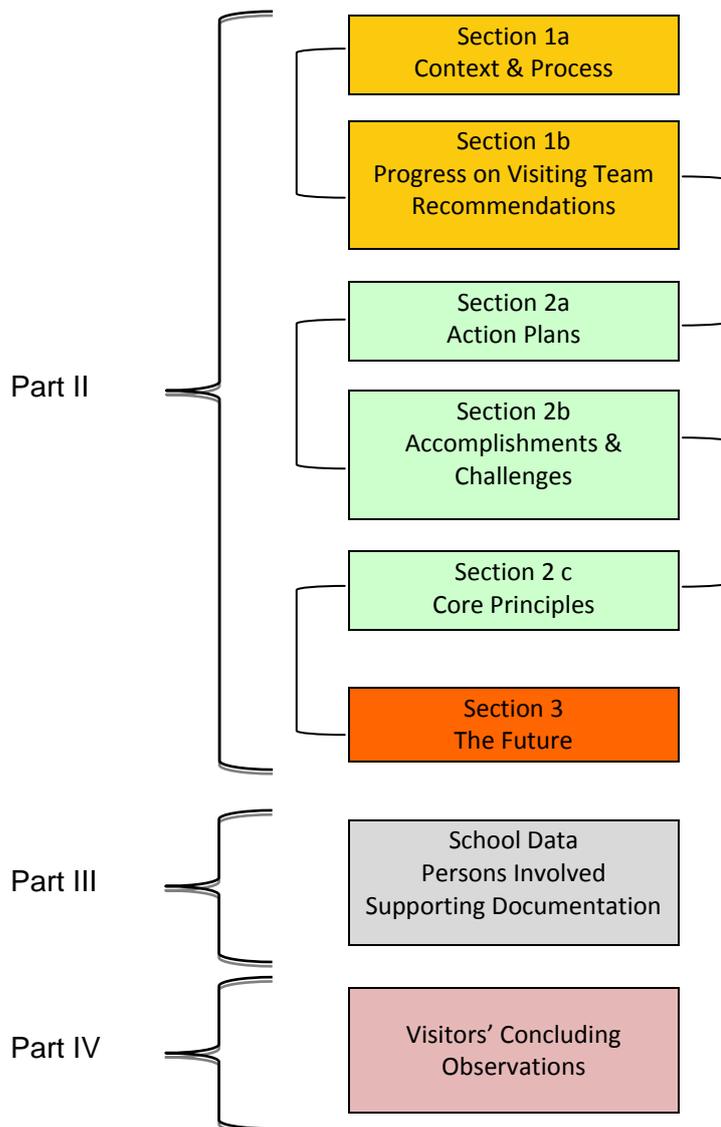
RESOURCES

The Committee(s) participating in the creation of the Five-Year Review Report will benefit from having access to:

- The 8th Edition of the NEASC *Guide to School Evaluation and Accreditation*
- The Visiting Team Report (written approximately five years earlier)
- The *First Report on Progress and Planning* (written approximately three years ago)
- The school's Self-Study (written five years ago)
- Other documents which refer to important changes, developments, reviews, significant projects, or initiatives during the past three years.

REPORT STRUCTURE

It is suggested that schools complete the template in the order in which it is sequenced (NB: Schools complete Parts II and III; Part IV is reserved for the Visitors' concluding observations):



PART II

FIVE-YEAR REVIEW TEMPLATE

(NB: Text boxes will expand to accommodate comments)

SECTION 1a – CONTEXT & PROCESS	
<ul style="list-style-type: none"> • Describe the school’s accreditation and school improvement history. • Describe how this report was created and who was involved. • Describe any particular challenges encountered in producing the report. 	
SCHOOL COMMENTS	VISITORS’ COMMENTS
<p>Kingham Hill School (KHS) received its initial accreditation from NEASC in 2010. The School is unique in following the UK National Curriculum, alongside preparing pupils for US HSD. KHS is therefore also accredited by the Independent Schools Inspectorate (ISI), which works under the aegis of Ofsted, which is the Government body responsible for regulatory compliance in all schools in this country.</p> <p>The NEASC process was uniformly viewed as a positive accreditation approach, and following the initial accreditation, KHS adopted the NEASC standards as its primary framework for school improvement. In practice, this translates to a termly Education Committee, chaired by the Head, and with Board and faculty representation, which considers each set of standards on rotation. Any action points for improvement are communicated to the full Board meeting, and implemented by the Senior Management Team (SMT).</p> <p>This report was created by the entire faculty, with Board input. All teaching and pastoral staff were assigned to working groups on each set of standards (A-G). We worked to the 8th edition, although we were accredited under the 7th edition. There were 10 groups in all, as we dovetailed this work with the Board’s strategic review (described more fully later in the document). The Board and the Head have recently identified 10 strategic themes for school improvement, which encompassed the seven letters of the standards. The groups were chaired by members of the SMT, along with the Estates Manager and the Senior Houseparent. The findings from the various groups were reported to the Head and Deputy Head, who collaborated on editing the material for submission.</p> <p>A full list of faculty involved in compiling the report, and the working groups concerned, is found amongst the attachments with this report.</p>	<p>The Kingham Hill School has been remarkably responsive to the recommendations of the initial accreditation report written in 2010. Several significant initiatives, such as the 2020 Vision document, the Literacy Initiative, and the building of an excellent facility for maths and science have been used to support the school’s moving forward in achieving the Commission on International Education’s Standards for Accreditation. It is clear that a consistent direction has been established by the school for moving forward that is endorsed and supported by most, if not all the members of the school community, including the Board of Governors, management personnel, teachers, students, support staff, and parents. The school has retained its traditional purpose while repositioning itself to be competitive in the market for international students. The revised Mission Statement is an excellent example of the school’s process to address the key concept of international-mindedness. A comprehensive plan of improvement, including a new library, the new Veritas Building housing state of the art science and mathematics classrooms and a significant improvement to the infrastructure</p>

of the ICT program is near completion and will serve as the framework for achieving the remainder of the recommendations from the initial accreditation document. Some challenges remain for the school. While formal channels of communication between senior management, parents and the teaching staff are present, the efficacy of this system to establish a meaningful and relevant role for these constituencies to be a part of school improvement efforts needs to be reviewed and monitored. Also, teaching and learning with technology is not yet fully embedded in the fabric of instruction at the school. In addition, the published plan of growth of the school, the 2020 Vision, will require careful vigilance to ensure the school is able to fulfill its stated mission while managing the anticipated significant increase in the student population.

SECTION 1b – PROGRESS ON VISITING TEAM RECOMMENDATIONS

- Reproduce the Visiting Team’s recommendations verbatim from the Visiting Team Report.
- Indicate the rating you gave each recommendation at the time of the FRPP (C-Completed, IP-In Progress, F-Planned for the Future, N-No Action, or R-Rejected).
- Rate the school’s response to the recommendation at this point in time. You may rate a recommendation *C (Completed)*, *IP (In Progress)*, or *R (Rejected)*.
- For recommendations still *In Progress*, indicate, in Section 2, appropriate action plans that have been designed.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
A	<p>Recommendation # 1 The faculty and staff implement specific procedures and indicators of success to measure the progress in carrying out the beliefs and aspirations expressed in the Philosophy and Objectives Statement.</p>	FRPP	5 Yr.
	<p>The FRPP described, "...the 'evolution' of various Vision Statements, Mission Statements, School logos and strap lines" as somewhat piecemeal. Since then, the Board, in close consultation with the Head and faculty, has established a new, single mission statement, which is as follows:</p> <p>Our Mission is to... Provide an excellent all-round education within a distinctively Christian context. We welcome talented pupils from a wide range of backgrounds and circumstances, and aim to produce young people of vision, faith, and character, who are well-qualified and equipped to flourish in their adult lives.</p> <p>Mindful of our need to espouse global-mindedness within our guiding statements, we believe the phrase 'a wide range of backgrounds', unpacked by the Governors' statement approved by NEASC at the FRPP stage, is a better expression of our mission in this regard than our previous statement. The new mission statement has been articulated further into a set of strategic themes, which have been incorporated into faculty working groups for school improvement and preparation for this report</p> <p>The faculty report on the success of KHS in achieving its mission in the various areas of school life through the Head's termly report to the Board. This takes the form of a set of KPIs for areas such as academic success and extra-curricular involvement. Success rates for university applications and the institutions to which pupils are successful in applying is reported on annually by the Assistant Head Academic.</p> <p>Measuring spiritual development and the promotion of global-mindedness is harder to quantify, but the Chapel programme is also annually reviewed by the Board, in terms of its content and vibrancy, and from 2014 has been enhanced to encompass PSHE (Personal, Social, and Health Education). In practice this means that Chapel follows a set theme for every two weeks out of three. UK regulatory requirements include a duty to actively promote 'British Values', which the Department for Education lists as democracy, respect for individual liberty and the rule of law, and mutual tolerance of different cultures and backgrounds. The importance of global citizenship is thus enshrined both in Chapel and in departmental schemes of work. In addition to this a Charity Committee has been established to</p>	IP	C

<p>formalize our charity and humanitarian work, and the link with the Zambian orphanage reported on in the FRPP is now a regular trip. KHS continues to raise funds for various projects, and pupils are increasingly involved in service-oriented activities. A regular afternoon in the extra-curricular programme has been scheduled so that all senior pupils are required to take part – this includes Duke of Edinburgh Award, Ambassadors, Culture Club, Helping Hands, and Army and RAF cadet forces.</p> <p>Attachments in support of this recommendation: Head’s reporting cycle to the Board, most recent Report to the Board, including KPIs, 3 most recent minutes of Education Committee, covering the previous 12 months.</p>		
<p>Recommendation # 2 The Head execute and evaluate the action plan which has been developed to address the concerns expressed about the need for improved communication (i.e. within the School, with counselors, and with teachers regarding academic performance).</p>	FRPP	5 Yr.
<p>At the time of the FRPP, we reported that, “The Head tasked a communication working party with assessing the school’s communication in all areas and making recommendations in the light of this. In addition, a new structure of senior meetings was implemented to improve communication, with the Deputy Head (as the day-to-day school manager) as the locus. The ISI report of Michaelmas Term 2010 graded the school’s external communications as ‘Excellent’ (the top descriptor), and made very favorable reference to internal communication: ‘Within the school’s management arrangements there are formal channels of communication through regular meetings at all management levels and a pattern of established line managers. In addition there are mechanisms for dealing with concerns and providing staff support’.”</p> <p>Since then internal communication has been further improved with the installation of a new Management Information System (iSAMS) in 2014. This enables much more coordinated and integrated communication and management of the school’s data.</p> <p>Since the FRPP, a pattern of weekly management team meetings for senior academic staff and pastoral staff has been established, and a formal structure for faculty to discuss concerns and bring them to the Head for attention has also been introduced.</p> <p>Minutes are also kept and published of the weekly meeting for all faculty, and there is a daily bulletin on the new iSAMS portal which disseminates information appropriately to staff and pupils.</p>	IP	C
<p>Recommendation # 3 The Head and management teams establish a regular review cycle to ensure that changes in the program are in keeping with the mission of the School and add to the strength of the institution.</p>	FRPP	5 Yr.
<p>Since the appointment of a new Chair of Governors in 2012, KHS has adopted a formal reporting structure, through the Head, to the Board, so that each area of School life is kept under Board scrutiny on a regular basis. Reports are submitted to the Head by the faculty responsible according to a set format, and are then edited and collated.</p> <p>School improvement uses the vehicle of the Education Committee, which was established to consider each set of NEASC standards on a regular cycle, meeting on a termly basis. The Education Committee is chaired by the Head, has Board representation, and also faculty representation from each of the sections concerned. Any</p>	IP	C

	<p>action points or recommendations for improvement are then brought to the Board for discussion and scrutiny.</p> <p>Attachments in support of this recommendation: See those for recommendation 1 on this standard.</p>		
	<p>Recommendation # 4 The Board of Governors and Head regularly monitor and evaluate the effects of enlarging the day population within a traditional boarding community.</p>	FRPP	5 Yr.
	<p>The demographics of the school are now a standing item on the Head's reporting agenda to the Board each term. Since the FRPP, a new Chair of the Board has led a review of 2020 Vision, culminating in a more refined 5-year plan, and strategy for future growth. KHS is now clear that it wishes to retain a majority boarding ethos, with a minimum of 60% of the roll boarding.</p> <p>Both parents and pupils are regularly surveyed to ascertain their satisfaction with school life, with a particular focus on monitoring the effectiveness of integration of boarders and day pupils. Annual parental surveys consistently rate satisfaction levels with both boarding and day provision at 90%+ in all houses (boarding and day), and pupils report that the house-based tutoring system is helpful in addressing their particular needs, and does not hamper a sense of whole-school cohesion.</p> <p>Attachments in support of this recommendation: Parental survey results are contained within the report to the Board.</p>	IP	C
	<p>Recommendation # 5 The Board of Governors draft a statement that supports greater integration of international intercultural programming throughout the entire school via the formal curriculum, tutorial system, house based programs, and other appropriate venues.</p>	FRPP	5 Yr.
	<p>A statement by the Board of Governors regarding the integration of international intercultural programming was developed and submitted to NEASC in February 2011 as part of the required Special Report. This report was accepted by NEASC in April 2011.</p> <p>Attachments in support of this recommendation: The Governors' statement on intercultural/international planning.</p>	C	C
VISITORS' SUMMARY COMMENTS & OBSERVATIONS			
<p>Following the review and revision of the school's mission statement submitted in the FYPP, the revised mission has been fully embedded in the life of the school. The Board of Governors and the Senior Management Team played key roles in engaging the faculty and staff in this work. The mission statement has been successfully integrated into classroom learning, chapel programs, and the social components of student life. A number of annual reports prepared by the Head of School, including parental survey results, reference the mission. The recent addition of the iSams portal has significantly enhanced and improved immediate access to information and communication across the school and with parents. The school has become far more focused and effective in the blending of its three foundational components consisting of commitments to maintaining the British curriculum, Christian ethos and values, and NEASC accreditation.</p>			

NOTE ON SECTION B:

- In this section, schools whose Self-Study and Visiting Team Reports were based on the 8th Edition are required to include all recommendations from the Horizontal Reports for each school section (e.g. Early Years, Elementary, Middle, High School – as applicable), as well as the Vertical Summary Report.
- Schools whose Self-Study and Visiting Team Reports were based on the 7th Edition are required to include all recommendations from the Horizontal Reports for each school section (e.g. Early Years, Elementary, Middle, High School – as applicable), but **exclude** recommendations from the individual subject/learning area Vertical Reports (e.g. English, Mathematics, Science, etc.).

SCHOOL SECTION (e.g. Early Years, Elementary School, Middle School, High School):		UK secondary: Years 7-13	
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	<p>Recommendation # 1 The Administration and Faculty work together to ensure that professional development has an increased focus on teaching and learning</p>	FRPP	5 Yr.
	<p>In all departments there are many opportunities for professional development. There is a generous budget for staff training courses, overseen by the Deputy Head. New teachers have access to structured programmes such as the Postgraduate Certificate of Education and IStip (Independent Schools Teacher Induction Panel). The school has contributed to funding of professional qualifications (e.g. dyscalculia, dyslexia & a Master's degree in teaching and learning). In all departments, teaching staff have attended training focused on teaching and learning.</p> <p>However, teaching staff do comment that training (INSET) days are too biased towards compliance training, e.g. fire training & first aid, rather than teaching and learning. There is a desire for teachers to have more opportunities for professional dialogue - sharing of good practice, peer observation, twilight sessions.</p> <p>Heads of department meetings focus primarily on administrative matters, rather than discussion of pedagogical issues and ways to raise pupils' attainment. It is recognized that there are very good practitioners amongst the teaching faculty. The school needs to develop ways to promote greater professional dialogue and share best practice.</p> <p>From September 2014, the whole-school objectives focused on literacy, and a structured programme of peer observation was proposed. The introduction of this scheme had to be delayed until January 2015 due to the strategic review.</p>	IP	IP
	<p>Recommendation # 2 The School develop structured opportunities to allow for horizontal articulation of the curriculum across all subject areas.</p>	FRPP	5 Yr.
	<p>Departmental schemes of work include many opportunities for horizontal articulation across academic subjects. English & History, for example, have close links at KS3 (years 7-9): year 7s studying 'The Canterbury Tales' (Medieval History), year 8s studying 'A Man For All Seasons' (Tudor History) and year 9s studying World War I literature. The French and History departments have run a combined trip to the Battlefields of Northern France and Belgium. The Maths and Science departments have been working closely together during the planning for the new Veritas Building. The focus so far has been on the physical space and plans for the move but the layout of the building and the shared public spaces will give many more opportunities for collaborative working from January</p>	F	C

<p>2015. During 'enrichment week' there were opportunities for departments to work outside their departments - in the case of the Maths department, this was literally outside; pupils were involved in sports activities on the athletics track and then analysed the data with their Maths teachers. As this is a relatively small school, many teachers work in more than one department, bringing a level of horizontal articulation that may be difficult to achieve in some schools (e.g. a new teacher working in PE & Science departments; an American Studies teacher also in ESOL and Octagon; an SpLD teacher also in Maths department and PSHE; Deputy Head teaching French & Business). The English and Modern Languages departments are at the early stages of planning a collaborative project in the Trinity Term, on Henry V and the Battle of Agincourt, to commemorate the 600th anniversary of the battle. There is clearly scope for further horizontal articulation but progress in this area is sufficient to consider that this recommendation has been met.</p>		
<p>Recommendation # 3 Information Technology be integrated into all subject areas to promote communication, collaboration and creativity.</p>	FRPP	5 Yr.
<p>Following our first NEASC report, KHS recruited a Librarian and Digital Literacy Coordinator to address the main recommendations here. Her remit was to embed the use of ICT in all departmental schemes of work, which has been achieved, although with variable quality. 'Digital Divas' is a cross-departmental working group which is promoting digital literacy, chaired by the school's librarian & digital literacy coordinator. She is working closely with heads of department to develop online resources, available to pupils via departmental googlesites. The use of GoogleApps and Google Classroom is improving communication and collaboration, though implementation is uneven across departments. Similarly, there has been a 'BYOD' (bring your own device) school policy but implementation is inconsistent. Some teaching staff actively encourage pupils to use their devices in lessons. The Geography and Art/Photography departments have been particularly creative in their use of ICT. But other departments offer limited opportunities for ICT in their schemes of work. Pupils' use of ICT in lessons has been a key consideration in planning for the new Veritas building. We rate the recommendation as complete, although we are conscious that there is much scope to enhance what we now do.</p>	IP	C
<p>Recommendation # 4 Teachers continue to explore ways of promoting student understanding of learning styles and the development of independent study skills throughout all divisions of the curriculum.</p>	FRPP	5 Yr.
<p>The 'Greens' (SpLD) department has successfully promoted teaching staff's understanding of different learning styles. In 2013/14 one of the key objectives for all teaching faculty in their appraisals was to develop their understanding of strategies to adopt when teaching SpLD pupils. This was integrated into INSET, schemes of work and individual appraisal objectives. Although this was partly a reflection of the number of SpLD pupils in the school, the head of department was also keen to emphasize in staff training that teaching of all pupils will be enhanced as teachers develop their understanding of the different ways in which pupils learn. A visit by a high profile speaker, a specialist in neuroscience, in July 2012, also promoted understanding of different ways of learning. The extent to</p>	IP	C

	<p>which this transfers to pupils' understanding of their learning styles and to the development of independent study is more difficult to assess. We believe that a rating of 'complete' is appropriate to the recommendation, although further research is needed, and we will never cease from developing our understanding of different learning styles and the promotion of independent study.</p>		
--	---	--	--

SCHOOL SECTION (e.g. Early Years, Elementary School, Middle School, High School):		American Studies	
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	<p>Recommendation # 1 The Academic Management Team establish traditional classes in US History and US Government in order to provide opportunities for students in discussion, debate, teaming and group problem solving.</p>	FRPP	5 Yr.
	<p>The American Studies Program is a highly individualized program designed to support American students in a traditional British School. Largely, the students are integrated into a majority of the British classes (Key Stage 3, GCSE, and some GCE). In the lower grades (Y7 to Y9), students are enrolled in all British Key Stage 3 courses. In Year 10, all students are fully integrated into the British GCSE curriculum with the caveat that they enrol in GCSE History. Currently the Y10 course contains all US modules and this has been deemed acceptable to receive credit for US History. Those same students (if they remain at KHS) are then grouped together into a US Government class in Y11. Because US History and US government are a graduation requirement, it was felt that this would enable the students to gain needed credits and meet needed requirements earlier rather than later.</p> <p>In the case of students who enter the school in Y12 or Y13, several options exist for them to gain US History and Government credits. In the case of US History, the Department runs a US History class. This class is modelled on a traditional US History survey class similar to those found in the US. The curricular framework is very similar to the former correspondence course used (Jefferson Co., KS). Because the schedule is driven by existing GCE classes, all efforts are made to schedule as many of the students together at any given time, but at the same time, smaller groups or even single-student tutorials are not unheard of in order to allow scheduling. Along with this, currently, the AS History (first Year A-Level) syllabus is entirely US modules and students can gain US History credit by successfully completing that course.</p> <p>In regards to Y12 or Y13 students gaining US Government credit, there are several ways this can be accomplished in traditional class settings. The most pragmatic is to include these students in the Y11 class if timetables permit. However if this is not possible, the department will also run a US Government class for Y12s and Y13s. This operates in a similar manner as the US History class insofar as it is timetabled into existing gaps in the pupils' timetables. Ideally they can be timetabled together, but there are also instances of smaller sections to ensure appropriate teaching and contact. In addition, the US government requirement can also be satisfied via enrolment in the A-Level Government and Politics class. The second year (A2) curriculum focuses on US politics and satisfies the curricular content for a US Government class.</p> <p>In addition to the creating of traditional taught sections of US History and US government, the Department would also like to mention a similar move with our US English classes. At the inception of the program, students who were not able to access A-Level English satisfied their English credits through pre-packaged curriculum similar to US History and US Government. Our final major shift was the creation of a taught English class. By design this is a two year</p>	IP	C

<p>recursive class that is taught as an 11th/12th grade class. Due to the two year nature of the course design, incoming students can access this regardless of entry date and be assured that there will be no duplication. Also like the US History and Government classes, there are timetabled into the gaps in the students existing schedules and like the US History and Government classes, every attempt is made to schedule classes together.</p>		
<p>Recommendation # 2 The American Studies staff undertake additional work to sharpen the assessment of the highly individualized program. That work should include the identification and measurement of outcomes.</p>	FRPP	5 Yr.
<p>The aim of the American Studies Program is for the seamless transfer in and out of the UK national curriculum and we pride ourselves in our track record of success as former students have re-entered the American Educational system. Measurement of outcomes should be judged on two levels. First is the immediate. To date, parent surveys, done on both the departmental and institutional levels have been positive about the program, classes and our ability to keep students on track with regards to their entry back to the US.</p> <p>Action Planned: This is still very much in the development stage. The challenge we face is low response to parent surveys sent by both the school and the department. The goal is to obtain data on two levels, academic and anecdotal. These surveys will be sent to past students. Information sought is students' current transcripts along with surveys asking about their transition to their current school, along with the degree to which they felt their time at Kingham Hill prepared them academically for transition back to US schools.</p> <p>Outcomes: Returned surveys will be matched with individual students. The value of this data collection will be to cross reference a student's performance at Kingham Hill and then see the degree to which a particular student is able to maintain their particular academic level of achievement. This will be done examining current transcripts relative to academic information at Kingham Hill. In addition, anecdotal evidence will be used to guide decisions with regards to future class placement and planning.</p>	F	IP
<p>Recommendation # 3 The Academic Management Team create opportunities for the American Studies faculty and faculty generally, to share best practices, strategies and insights.</p>	FRPP	5 Yr.
<p>The addition of American Studies at Kingham Hill created an opportunity for sharing pedagogical practices between the US and UK. From this rose the goal of organizing ways to share ideas and practice related to teaching and learning both within the program and the wider school as well.</p> <p>This has been identified as 'In Progress' insofar as there has been movement towards this goal, but it has yet to be institutionalized. To date, American Studies staff have attended the ECIS Annual Conference in order to take advantage of the numerous workshops regarding teaching, learning and schools. In addition, the school also has hosted a number of Twilight sessions for staff to share educational practices including sessions on US assessment and the US path to University and while this has been well received, the program as this relates to being a regular fixture on the school calendar is still a work in progress.</p>	IP	IP

<p>Outcomes: To date, there have been several twilight (early evening) sessions, and the overall goals are to both share best practices and to improve the overall quality of teaching and learning throughout the school. However, staff inset days are a fixed part of the calendar, whereas the twilight sessions have been sporadic, relying more on the initiative of an individual.</p>		
<p>Recommendation # 4 The staff investigate and prepare new and more effective assessment materials for students entering the American Studies program at Kingham Hill School to better judge the transferability of US performance to an A-Level environment.</p>	FRPP	5 Yr.
<p>The original recommendation was for students coming into the Sixth Form (11th & 12th grades). Placement from the US to UK system is not an exact science. At this point, using a variety of different instruments and measures we have been successful at placing students appropriately, ensuring that students are sufficiently challenged in their academic coursework while not being overwhelmed. Despite the fact that we have students coming from all around the world, to date we have developed a holistic system of screening and assessment which has been very helpful in appropriate course placement.</p> <p>Action: The process of selecting classes for incoming US Studies students is a highly individualized process. While certain paths within the school are more common than others, intakes and course selection are the result of collating previous academic record, Kingham Hill assessments, the needs and wishes of the family and availability of courses at Kingham Hill. Each student will bring a copy of their transcript for examination by the Admissions officer and the Director of American Studies. These dictate grade level and give a very basic picture of past academic interest and achievement. For students entering Key Stage 3 (6th-8th grades) they take the MidYIS test, a UK assessment that is widely used. The MidYIS tests consist of vocabulary, maths, non-verbal, and skills sections. The data from these tests allows us to place the student in the correct ability set corresponding with their year.</p> <p>Students coming into grades 9-12 are given a past GCSE examination in Maths and English. In the case of Maths, for students going into Y10/11 (Grades 9 & 10), this will give a clear indication of where they should be set in their GCSE Maths class. In the case of students looking to access A-Level maths, this is also a very strong indicator of success or failure, and students cannot access A-Level Maths without the permission of the Head of Maths.</p> <p>The English test fulfils the same function with regards to which set a Y10 or Y11 student will be set. The English assessment is also useful as an indicator for suitability for A-Level English, and is also useful benchmarking a student's reading comprehension and writing and this is applicable across a number of the humanities like History, Theology and Geography. However, in all cases the assessments administered at Kingham Hill are one part of a multi-faceted process that also takes into account past student records, the interest of the student and the greater curricular needs of the student. In all cases, the goal is to create an academic program that balances appropriate challenge with the needs and desires of the individual.</p>	F	C

SCHOOL SECTION (e.g. Early Years, Elementary School, Middle School, High School):		American Studies, continuation	
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	<p>Recommendation # 5 The School expand opportunities for communication and collaboration with the American Community in the region.</p>	FRPP	5 Yr.
	<p>As stated in the 1 Year Report, "One of the major aims of the American Studies Program is "To promote international and intercultural experiences for the students and throughout the entire community." A large part of this is acting in the role as ambassador and facilitator or the greater American Community. To this end, healthy links between the school and the surrounding American communities are important elements for both the program and the school. At the time, the department was looking for ways both formally and informally to promote interaction between Kingham Hill and the American Community at RAF Croughton.</p> <p>Action: The original meeting was the Grades Meeting which was an session set up at RAF Croughton to explain how grading worked at Kingham Hill School (and in the UK national curriculum) and further to demonstrate how this translated with regards to departing students' academic records (High School Transcripts and Middle School Summaries). This has been done in collaboration with the USAF School Liaison Officer and the US State Dept. Community Outreach Officer (Education). This meeting is held following the first grades release. Typically early to mid-November following the Michaelmas Half-Term Break.</p> <p>In addition to this several more formal meetings have been added to the calendar. Three times a year, college meetings are held. These meetings are open to all of the American families at both of the respective bases, not just Kingham families. As our peer schools are less familiar with the ins and outs of the US college process, this is an easy way to gather some goodwill for the school. The first is in September and this is for the parents of new seniors. This meeting is a follow up on the Spring College Meeting and parents are asked about their students' current list and are parents are talked through the range of fall application deadlines. The second College Meeting is usually scheduled for late January. By that point, a majority of college applications have been submitted and families are guided through the financial aid process and what to do with acceptances and enrollment decisions. The final meeting is the Spring College Meeting. This is for parents of current 11th graders. This is the first formal meeting with families about the college process. Topics covered include choosing schools, an overview of types of post-secondary education, finances and standardized testing.</p> <p>Finally because of growth of our student population at the ARC in Gloucester, both the Grades meeting and college meetings will be duplicated in Gloucester.</p> <p>The final event that is now a firm part of the American Studies calendar is the Leavers' BBQ. This is the largest event we do which involves all of the American Studies students, staff, guests, parent volunteers, staff guests and a good deal of support from the base at RAF Croughton . This is when as a program and a school we bid the students leaving the program a formal 'adieu'.</p> <p>Outside of formal events and meetings, the department also hosts termly 'Pub nights'. These are informal 'get togethers' at a pub proximal to RAF Croughton. The purpose of these is to host a lower-key gathering where parents can get to know one another and</p>	IP	C

<p>typically the Director of American Studies will bring a 'mystery guest'. This will be either a member of Senior Management or one of the Day Houseparents, creating an opportunity to enjoy a social time and also a chance for parents to learn about the school and program in a low-key and informal setting.</p> <p>We believe that this recommendation has been met, but that there remain numerous opportunities to interact with the larger American community and we should not stop seeking these opportunities.</p>		
--	--	--

VISITORS' SUMMARY COMMENTS & OBSERVATIONS

In the view of the Visitors, two critical aspects of this section remain In Progress at this time. The first is Recommendation B #1 "The Administration and Faculty work together to ensure that professional development has an increased focus on teaching and learning." While the school provides many opportunities for individual teachers to grow professionally, there is no coordinated, systemic scheme for ensuring that this growth is effectively linked to the school's mission, pedagogical issues, assessments in both summative and formative designs and is in place for every member of the teaching faculty. Secondly, it is also crucial that the school, under this heading of professional development, also review Recommendation #3 "Information Technology be integrated into all subject areas to promote communication, collaboration, and creativity." The school has made a significant investment in both time and money to the development and implementation of a powerful ICT plan, evidenced by the Kingham Hill ICT Strategy 2014 – 2019 document. The technological infrastructure to support this plan is essentially in place. The school reports under its response to this recommendation that "The use of GoogleApps and Google Classroom is improving communication and collaboration, though implementation is uneven across departments. Similarly, there has been a 'BYOD' (bring your own device) school policy but implementation is inconsistent." This matches the experiences of the Visitors when we viewed teaching and learning in classrooms and interviewed teachers about their instructional strategies. The time for visiting classrooms was somewhat curtailed by the need for the majority of students to review for their upcoming national examinations. In many classes, very little teaching was taking place as students reviewed individually or in small groups. If students are to be prepared for lifelong learning, using 21st Century skills, ICT and the requisite skills for both teachers and students must be a required, consistent, effective, and frequently measured element of teaching and learning at the Kingham Hill School.

This curricular challenge to KHS is the design and implementation of the relatively new American Studies Program. Recommendation #2 states "The American Studies staff undertakes additional work to sharpen the assessment of the highly individualized program. That work should include the identification and measurement of outcomes." While the efforts to meet the perceived curricular needs of students who will likely access the American education system at some future point in their academic career is laudable, as a practical matter the assessment of the efficiency of this approach, for the individual student as well as for the school, is not well established. Further, the school reports that the actions planned to assess the program are "very much in the development stage". A key element of the 20/20 Vision is the recruitment of a significant number of American students, attracted by, at least in part, the American Studies program. Some progress in institutionalizing the American Studies Program into the core of the Kingham Hill School has been made, with the addition of a two-year English course to support the students enrolled in American Studies. If KHS is to realize its goal for American Studies students of a "seamless transfer in and out of the UK national curriculum", the school must design and implement an effective assessment of the American Studies program to determine how successful the outcomes are for individual students as well as the program's role in attracting and retaining students at KHS who want some form of American education in a traditional British School.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
C	Recommendation # 1 The Board and School bring to successful conclusion the efforts underway to codify all Board Policies into one, clear, and available Board Policy Manual.	FRPP	5 Yr.
	<p>At the time of the FRPP, we reported that work on risk management and a risk register was underway, alongside a policy on conflicts of interest. This work has now been completed.</p> <p>The new Chair of the Board has established a regular cycle of policies for review, and the responsibility for management and oversight of these policies has been delegated to the Deputy Head. Because of the speed of regulatory change in UK education over the past 5 years, the work of ensuring compliance, codifying policies according to a set format, and collating into a single central manual has been a gargantuan one, and this work is still in progress.</p>	IP	IP
	Recommendation # 2 The Board completes the formation of a structures and tailored orientation program for new Board members, as well as a formalized process of Board of Governors self evaluation.	FRPP	5 Yr.
	<p>As reported at the time of the FRPP, procedures for induction of new governors are now in place, following AGBIS and Charity Commission guidance.</p> <p>A formal process of self-evaluation is yet to be introduced, although the new Chair of the Board has introduced a Governance Committee, which now meets regularly to address the recruitment of new Governors, and strategies for self-improvement. It is expected that a formal process will emerge as a recommendation of this working group.</p>	IP	IP
	Recommendation # 3 The Board continue in its efforts to find creative and meaningful ways to communicate with, and know, the staff and to share the Board's belief in, and appreciation for, the positive transformations on many of the students.	FRPP	5 Yr.
<p>At the time of the FRPP, we reported that, "Within the context of 'the Board as volunteers' and remembering that they are busy people engaged in their own careers, their involvement in staff relations is regarded as sustainable. Their engagement with school and parents is informal, but the Board is consistently present at events such as musicals and Speech Day." Since then a formal process has been introduced, with each Governor being given special responsibility for an area or areas of school life. The Bursar, as Clerk to the Governors, oversees their liaison with the faculty responsible in each area during each term. A governor with responsibility for faculty affairs visits the school each term to communicate and listen to staff concerns and morale (confidentially), apprising the Head of the results of her discussions.</p> <p>Outstanding achievements by staff and/or pupils are routinely reported through the new termly structure, and where appropriate, the Board will minute their desire for appreciation to be passed on to those concerned (such as the Clay shooting national champions in 2014).</p> <p>The Board also communicates with staff through committees, such as the sub-committees for Education and Health & Safety, which help broaden connection with the staff body.</p>	IP	C	

Recommendation # 4 The Board examine the current policy of making hires other than the Headmaster as all positions are responsible to the Head of School and, at the same time, clarify any and all responsibilities of staff who directly serve the Board of Trustees.	FRPP	5 Yr.
<p>This recommendation was reported as complete at the time of the FRPP. The roles of Bursar (Clerk to the Board) has been separated from the role of Secretary to the Trust, and this role was appointed in 2011. The Trustees reserve the right to appoint the Chaplain and the Bursar is formally engaged by the Governors but both work under the direction of the Headmaster on a day-to-day basis.</p>	C	C
Recommendation # 5 The Board complete its intention to provide meaningful and helpful appraisal of the Headmaster.	FRPP	5 Yr.
<p>By the time of the FRPP, the Headmaster had been appraised in October 2010 by a visiting Headmaster over a 4 day period. An appraisal report was submitted to the Chair of the Board of Governors. Since then the Headmaster has had two subsequent appraisals. The previous Chair of the Board (now retired) conducted an internal appraisal in 2012, and a further external appraisal was conducted by a retired Headmaster in 2014.</p> <p>Attachments in support of this recommendation: Head's Personal Plan.</p>	C	C

VISITORS' SUMMARY COMMENTS & OBSERVATIONS

The Visitors consider Recommendation # 1 to be classified as Completed. Under the leadership of the Board of Governors' new chair, a regular cycle for the review of the policy on conflict of interest and risk management and risk list has been completed. In addition the Deputy Head is responsible for the management and oversight of risk management and risk policies which was confirmed during the visit. Given the ongoing changes in the UK educational regulations and policies, the Visitors recognize that this will continue to be an ongoing process and that further, the Board of Governors has in place to a process for addressing them.

The Visitors consider Recommendation # 2 to be in the final stages of being Completed. With the establishment of a Governance Committee specific and formal protocols and processes have been finalized for the recruitment of new board members and a formal induction program for all new members. The Board is currently engaged in recruiting new board members and is in the process of developing a formal self-evaluation process. Given the collaborative and focused direction of the board, the Visitors are confident the self-evaluation process will be completed in a timely manner.

The Board of Governors is a visionary board that works collaboratively and most effectively. The development of the 2020 Vision with ten major focus points has launched a new direction for Kingham Hill School. This strategic plan will serve to guide the school for several generations of future students and both current and future staff members and leaders. The collaborative manner in which it was developed demonstrates the board's commitment to engaging the faculty fully in this process. Further, it was apparent to the Visitors that the board both welcomes and seeks input and feedback from a range of school constituencies in the school's operation and future planning. The Board of Governors can further enhance the school's quality programs and services by branding the school's NEASC accreditation.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
D	Recommendation # 1 The Headmaster articulates and formalises a regular review process for key school policies, procedures, job descriptions, the appraisal system, and the salary scale, that includes consultation with staff.	FRPP	5 Yr.
	<p>There is a robust system in place for regularly reviewing school policies and procedures, overseen by the Deputy Head. Communication of policy reviews could be better. There has been an emphasis recently on safeguarding with regular and clear communication. However, staff who are not in management roles may be unaware of some other policy reviews. In her first year in post, the Bursar has reviewed and improved many procedures in support functions.</p> <p>Job descriptions are routinely reviewed as part of support staff appraisals. However, they are not regularly reviewed and updated in academic staff appraisals. This will be rectified in the 2014/15 series of appraisals. The appraisal system itself has evolved gradually. It is reviewed and refined each year; it has been felt unnecessary to introduce major changes.</p> <p>The salary scale is reviewed each year by a sub-committee of the school's governors. A member of the staff common room association meets weekly with the Headmaster to discuss any matters of concern, including pay and conditions, but there is no formal mechanism for pay negotiations involving staff. This is largely because KHS follows the main pay scales for State School teachers, which are set nationally.</p> <p>Action points:</p> <ol style="list-style-type: none"> 1. Improve communication of policy reviews (e.g. brief overview in staff meetings or message on daily briefing). 2. During the 2014/15 appraisal cycle, all job descriptions to be reviewed. 	IP	IP
	Recommendation # 2 The Board assess the School's information for staff including policies, procedures, job descriptions, and the salary scale for clarity and transparency.	FRPP	5 Yr.
	<p>The Board of Governors regularly assesses key school policies. Responsibility for ensuring that the salary scale is clear, transparent and reviewed regularly lies with the Finance & General Purposes Committee. One member of this committee is also the governor appointed to oversee staff welfare, so she receives feedback and input from staff in regular, planned visits to the school. The F&GP also has a broader remit with oversight of human resources issues, including the staff handbook which contains all the relevant procedures. The Board is not directly involved in reviewing job descriptions. This task is delegated to the school's management team.</p>	IP	C
	Recommendation # 3 The Headmaster empower the faculty to prioritise and design appropriate in-service training.	FRPP	5 Yr.
<p>There is a planned programme of in-service training. Staff are given funding and time away from work to attend relevant training courses. In practice, some academic departments are better than others at working together, sharing ideas and supporting each other in</p>	IP	C	

<p>professional development. Examples of good practice are the SpLD and Maths departments. There is a slight frustration amongst teaching staff that training days include too much compliance-related training and not enough on teaching, learning and pastoral care. This balance has been reviewed in plans for the current school year. The school's digital literacy coordinator has helped staff to improve their use of technology, especially GoogleApps. Staff do feel empowered to address training needs as individuals or as a department. The need to give a stronger emphasis to teaching & learning is reflected in the response to Section B (Curriculum), recommendation # 1.</p>		
---	--	--

VISITORS' SUMMARY COMMENTS & OBSERVATIONS

The Kingham Hill School clearly has in place a system for regularly reviewing school policies and procedures. The nature of the ever-changing ISI regulations ensures frequent revisions and reviews of both policies and procedures. More problematic is the establishing a linkage between job descriptions, the appraisal system, and teaching and learning in the classroom. Several members of the teaching staff were enthusiastic in their praise of their Heads of Departments for the mentoring and everyday support they received in acquiring new and improved teaching techniques and methods in a kind of informal appraisal. They were not as clear about how their formal appraisal effectively improved their performance in class. The Headmaster, using an end of the year interview with each member of the teaching faculty, hopes to use the information gained from these interviews to improve both the impact of the appraisal system for individual teachers and inform the review of the appraisal process in general. Further, the Visitors heard from a number of teachers that they would embrace an enhanced communications scheme that would provide a forum for teachers and students to broadly share ideas, concerns and strategies regarding teaching, learning, and living at KHS. The themes that recurred often in our discussions with the school community about a communications forum were; Inset topics, using technology, student residential issues, and, most frequently, the management of the growth planned at KHS for the future. The school has had success in both recruiting students and establishing an effective Development Division as an on-going part of the 20/20 Vision. As the school grows, it will be confronted with more people who seek more information in a timely and efficient manner. Technology may play a key role in serving the design and implementation of the communications plan.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
E	Recommendation # 1 That the referral process be formalized to include specific steps and timelines.	FRPP	5 Yr.
	<p>Pupil screening is an integral part of the joining process for Kingham Hill School, and happens during assessment days. Prospective pupils undergo a reading assessment which will give an individual reading age, and also a DASH (detailed assessment of speed of handwriting test) test which enables staff to pick up any difficulties a pupil might be experiencing in this area. The results from the assessment are used by the SpLD department to advise on the appropriate level of support the pupil would need when they join the school. There is also a feedback form for class teachers and house staff to record comments about any prospective pupils they have contact with during assessment or taster days which helps build up a bigger picture about the pupils' abilities during lessons, sports and social time.</p> <p>Current pupils are also screened on a yearly basis through Midyis, ALIS and Yellis tests which give teaching staff baseline data with which they can compare current pupil progress, and which they use to set appropriate targets to stretch and challenge pupils to achieve their full potential. Discrepancies between the baseline data and pupil performance can also be used to flag up concerns to the SpLD department who may investigate further through testing to decipher whether there is a specific learning need that needs to be catered for.</p> <p>In addition to the various methods of formal testing employed, teachers can raise concerns regarding pupils by filling in a 'teacher concern form'. These are available in paper format in the staff work room, and also electronically. Once a teacher concern form has been received by the Head of SpLD parents are informed, and (providing there is parental consent) a battery of tests takes place (the specific tests are dependent on the perceived issues faced by the pupil). The Head of SpLD then writes a report based on the results of the testing and feedback is given to the pupil, parents and teaching staff about relevant classroom strategies and access arrangements.</p>	C	C
	Recommendation # 2 The School takes steps to ensure that all relevant personnel are included in the development of an Individualised Educational Plan.	FRPP	5 Yr.
<p>The formulation of IEPs has now changed so that the document includes a classroom target for each pupil. Subject teachers are expected to use this target in their lessons to help each SpLD pupil to achieve their full potential. Information regarding the specific needs of individual pupils is also now much more readily available to teachers than it has been previously. Provision maps for each SpLD pupil are available in shared documents on google drive. These outline the pupil's learning needs, individual strengths and weaknesses, current access arrangements, strategies for use in the classroom and individual targets. SpLD pupils are also flagged on iSAMS, with a brief indication of their learning need. This is a quick way to highlight to staff that a pupil has a particular SpLD, and encourages staff to then look up and use the IEP and provision map to help implement strategies that they can use in the classroom to support that pupil.</p> <p>In keeping with the new SEN code of practice (September 2014, part of the Children and Families Act 2014), new documentation is required to be completed for access arrangements (form 8). It is</p>	IP	C	

<p>teachers that now drive access arrangements; teachers need to decide what provision SpLD pupils require through a knowledge of pupil learning needs in combination with the classroom strategies they use based on recommendations from IEPs and pupil provision maps. As a consequence, classroom teachers are now more proactive in communicating with the SpLD department about what arrangements pupils need. The SpLD department then follow this up by doing the testing and arranging the access. Teachers are also responsible for collecting evidence to support applications for access arrangements and this information is then collated by the SpLD department.</p>		
<p>Recommendation # 3 The School supports the needs of its most able students through continued strengthening of gifted and talented education.</p>	<p>FRPP</p>	<p>5 Yr.</p>
<p>The Octagon Academic Society provides much of the support for the most academically able pupils at Kingham Hill School, and over the past five years it has evolved and adapted to provide pupils with a challenging and thought provoking programme. The Sixth form Octagon pupils study and research for the EPQ (Extended Project Qualification) which is a 5,000 word research-based, independently led project. This gives pupils the opportunity to gain a variety of transferable skills and to learn more about their chosen topic whilst also obtaining an excellent qualification that is recognised by top universities. Year 10 and 11 Octagon pupils study for the HPQ (Higher Project Qualification) which is similar to the EPQ but 2,000 words in length.</p> <p>The Year 7, 8 and 9 Octagon programme has changed considerably in the last year. More emphasis is placed on the Octagon pupils applying what they have learned in their other classes. Half of the KS3 Octagon programme is directly linked to the pupils' other subjects and topic areas in order to broaden their learning, and to enable the pupils to consider taught areas in greater depth and to provoke debate and discussion. The other half of the KS3 programme is designed to enrich pupils through activities such as debating, public speaking and critical thinking. Octagon also hosts a variety of visiting speakers with the aim of giving pupils a range of academic breadth and depth in their learning. Staff have access to a list of current Octagon pupils through the 'Gifted & Talented report' on the iSAMS database.</p> <p>Scholarships are awarded to the most gifted and talented candidates applying to Kingham Hill in the categories of music, drama, art, sport and academic. Members of staff are aware of pupils who have been awarded scholarships and are encouraged to provide a strong level of challenge to these pupils in lessons that coincide with their scholarship domain. Scholars are also recognised in the full written reports where teachers in the relevant subject areas comment on the progress of scholars and set them specific targets to help them strive to improve their already considerable talents.</p> <p>In September 2014 a new grading and reporting system was introduced with a greater focus on attainment. Pupil progress is measured against 'expected grades' set by teachers, and each pupil is given an individual subject specific target by their teachers at the end of each full reporting session. This gives pupils a clear idea of the next steps they need to take to improve their attainment, and is personalised so as to push and encourage each pupil to improve on their previous performance.</p> <p>Pupil attainment is also supported in a much greater way by the</p>	<p>C</p>	<p>C</p>

<p>vast improvements made to the library. The librarian runs classes on research skills, note-taking and citations which enable pupils to gain key study skills that have a positive impact on their work in subject lessons. Library resources for pupil research have improved enormously, both in paper and electronic format. Pupils are now able to take advantage of databases such as Philip Allan Reviews and JSTOR to further enhance and extend their knowledge.</p>		
--	--	--

VISITORS' SUMMARY COMMENTS & OBSERVATIONS

The Visitors affirm that the Student Support Services provided at Kingham Hill School are comprehensive and offer a wide range of appropriate programs for students. The personalization and support provided for each student's learning is a major strength. The SpLD staff adheres to all regulations and policies and works collaboratively within the program as well as working closely with classroom teachers. Communication with parents is ongoing and provides both students and parents with progress in the accomplishment of learning targets.

The learning environment in the SpLD program area is welcoming and personalized where students experience one to one instruction on a regular basis. The Visitors observed teachers and paraprofessionals working with students on an individual basis during which time students were engaged in their work. The personalization of each student's learning contributes to a positive sense of accomplishment. The recent availability of iSAMS with some information regarding a student's learning needs based on an IEP provides reliable and immediate access for teachers. Google Drive provides more in-depth student information needs for teachers who are encouraged to use the provision maps with more detailed information related to the student's IEP and effective ways in which to work with each student.

The referral process has been updated in recent years resulting in a more comprehensive process in the areas of referrals, screening/assessments, IEP's and monitoring of student progress and achievement. Additionally, teachers now assume a greater level of responsibility for the strategies to be employed in the classroom resulting in ongoing communication with SpLD staff. While members of the SpLD program work collaboratively with classroom teachers, they do not at this time provide any on-site classroom support which would enhance the student's classroom learning experiences and assist the classroom teacher in meeting individual student's needs.

Some major changes have been implemented recently in the Octagon Academic Society program which serves students identified as Gifted and Talented. Under the leadership of the HOD, a new grading and reporting system has been developed and implemented which measures student progress in attaining anticipated/designated grades set by teachers. This new system is designed to provide students with specific information and feedback related to progress made and ways in which to improve future work on their personalized projects. A clear idea of the next steps they need to take to improve their work is personalized so as to push and encourage each pupil to improve on their previous performance. Octagon has three distinct project/research based programs for 6 Form students, students in grades 10 and 11, and students in grades 7, 8, and 9. Access to a broader range of electronic resources, including new databases, have significantly enhanced students' learning through the effective work of the school's new librarian. Classes are offered in research skills and an understanding of appropriate resources to be cited in their research projects.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
F	<p>Recommendation # 1 The leadership of the School articulate a vision and support a detailed ICT plan which includes all curriculum needs for ICT; a plan for regular replacement of equipment; training and professional development for teachers as to what is available and what could be available for their respective subject areas; and a financial plan to support the technology plan.</p>	FRPP	5 Yr.
	<p>The School has implemented a new ICT vision and 5 year strategy. The strategy considers the School's progress against key milestones with regards Information and Provision Management, E-safety, Anytime Anywhere Learning and The Electronic Environment. Where the School has not yet achieved the required standard, recommendations are listed. The plan is reviewed annually, with progress recorded. Financial allocation set at a minimum of 10% of annual capital expenditure, equating to a minimum of £51.5k in academic year 2014/15. This does not include ICT funding dedicated to new build projects, as part of the 2020 Vision.</p> <p>The following milestones have been achieved since 2010:</p> <ul style="list-style-type: none"> ○ Internet provision upgraded to 100Mb leased line broadband across the site. ○ All servers upgraded to virtual servers. ○ Back-up storage server space doubled. ○ Site wide replacement of switch infrastructure. ○ Introduction of 'Google Apps for Education'. ○ Firewall and web filter upgraded. ○ Internet access extended across in excess of 95% of the whole site (internally). ○ All classrooms fitted with interactive whiteboards or touchscreen televisions. ○ Installation of 'MS Systems Centre' and 'Spiceworks' to monitor network issues. ○ Laptop charging docks installed in the Library. ○ IT suite installed in Art Department, featuring Adobe Lightroom and Adobe Photoshop. ○ Upgraded Design and Technology CAD suite. ○ VOIP telephone system installed across the site. ○ New school MIS installed in summer 2014 (iSAMS) with the creation of a Database Manager position (post filled from July 2014). 	IP	C

<ul style="list-style-type: none"> ○ School fee billing software replaced as part of new MIS. ○ New School photocopier contract (now in 3rd year) with additional pupil photocopier in Library. ○ New Data Protection policy implemented, accompanied by Remote Working and BYOD policy, Data Tracking and Retention of Information policy and Privacy Statement for Pupils and Parents. ○ BYOD implemented for all staff and pupils. <p>A time and motion study is under discussion to ensure ICT staffing is sufficient to support School needs.</p> <p>Staff training budgets are now available for ICT training. ICT staff provided for under Admin training budget, with specialist courses available for teaching staff under the Deputy Head's training budget.</p> <p>6 monthly PC health checks to be implemented in academic year 2014/15 to move to a proactive vice reactive stance.</p> <p>Attachments in support of this recommendation: ICT Strategy Document</p>		
<p>Recommendation # 2 The School give serious consideration to the role the School wants the library to play in the academic and social life of the students and faculty, and address the physical and personnel issues necessary to sustain the library the School desires.</p>	FRPP	5 Yr.
<p>Mrs Donna Saxby, the School Librarian, joined the School in September 2012. A qualified and Chartered Librarian, she holds a Postgraduate Diploma in Library and Information Studies and is a Chartered Member of CILIP (Chartered Institute of Library and Information Professionals). She has worked in School and public libraries for 19 years, including most recently for 11 years as Upper School Librarian at the International School of Amsterdam. Commitment has been made to a programme of continual stock development, with the removal of out of date and irrelevant material and the addition of new material. This has been undertaken in consultation with pupils and staff and with the expertise of a professional librarian.</p> <p>Borrowing has increased significantly each year, reaching just under 2300 loans of paper books in 2013/14.</p> <p>The librarian has sought to increase not only the range of titles, but also the variety of formats and accessibility outside Library hours via ebooks and audiobooks.</p> <p>An eBook service for non-fiction (VLEbooks) was introduced in March 2013. This enables pupils to read online or download to their own device. The service also has a note taking feature, which includes the ability to share notes.</p> <p>An audiobook and ebook service for fiction (Overdrive) was introduced in October 2013. This enables pupils to download to their own devices (usually phone or tablet), and is particularly useful for pupils who are dyslexic or reluctant readers.</p>	IP	C

	<p>The librarian has created distinct areas within the Library to make the best use of the current limited space.</p> <p>A large TV on a movable stand and Chromebook enable quick and easy presentations by staff and pupils.</p> <p>A laptop cart was moved to the Library in autumn 2012 and is now a full set of 16. This can be booked by staff and used by individual students in the Top School building.</p> <p>In September 2014, 4 charging lockers were added to the Library which enable pupils to leave their devices securely.</p> <p>The Library is now open from 0830 to 1700 every School day, with the librarian in constant supervision (with the exception of lunch 1200 to 1230).</p> <p>The majority of Library use during class time is by the Sixth Form as a study space. However the librarian runs sessions for classes and whole year groups on note-taking, research skills, citations and other digital/information literacy skills. The Librarian is also on hand to help KS3 pupils choose books during their Literacy period. With the opening of the new Library it is hoped that classes will use the Library more regularly, as the Sixth Form will have a separate designated study space.</p> <p>The Library runs two after school activities (1530 to 1640) every week - Tech Club and School Magazine. During Tech Club students develop their IT skills and understanding, including thinking about their rights and responsibilities in terms of IT use. More recently pupils have been learning the basics of programming with Raspberry Pi (the Library has two of these). The School Magazine 'The Hill' is created and edited by pupils and published online and in print once a term.</p> <p>The Library organises a variety of events around World Book Day, including author visits and competitions. Author visits are organised and pupils attend talks at the local Chipping Norton Literary Festival and the Cheltenham Literature Festival.</p> <p>A Library Website was launched in March 2013. This brings together all the online resources, tools to support learning and reading promotion activities.</p> <p>The Library subscribes to the online bibliography creator 'Easybib'. Subject resources 'Geography All the Way' and 'Active History' were added in February 2013.</p> <p>Facts on File database subscriptions to Literature, Science and Controversial Issues were started in March 2014.</p> <p>The Library increased the number of Philip Allan 'Review' Archive titles to 10 in April 2014.</p> <p>Most recently (June 2014) the Library added JSTOR and Credo Reference to its subscriptions.</p> <p>Google Apps for Education was trialed by the school in the last term of 12/13 and chosen as an alternative VLE, as with a single sign on staff and pupils can access email, calendars, Drive (documents, presentations and spreadsheets) and sites.</p> <p>The librarian created websites for all School departments, and teachers have been gradually adding content to them. This enables pupils to access documents and other resources for their study</p>		
--	---	--	--

<p>outside the classroom. Teachers are also starting to use the new Google Classroom.</p> <p>In spring 2013 'Bring Your Own Device' (BYOD) was put forward as a policy, to help KHS further integrate technology into pupil learning. In early 2014 the librarian set up a Digital Literacy (DL) group, known as the 'Digital Divas', containing a representative from each academic department. The remit of the group is to map how and where DL is taught in their subject and plan for future development. The group meets periodically (although scheduling this is a real challenge) and uses Google Docs and more recently Google Classroom to collaborate.</p> <p>The DL focus for this school year is on 3 things: Citations, Images and using Drive.</p> <p>The librarian has run training sessions for staff on Google Apps, Easybib and Creative Commons images.</p>		
<p>Recommendation # 3 The School continue to address classroom resource needs as well as needed repairs and replacements of the facilities and not defer everything because of the Vision 2020 plans. For example, the Visiting team found the science laboratories seriously lacking and, even though those deficiencies will be addressed in the construction called for in Vision 2020, it is difficult for the Visiting Team to imagine continuing in the current state of deficiency for an additional three to five years assuming the fund-raising for in Vision 2020.</p>	FRPP	5 Yr.
<p>In 2010, we reported that the economic situation precluded an extensive execution of classroom refurbishments. Since then, however, the School has been able to generate a sufficient cash surplus to encompass both its 2020 Vision plans, and for a rolling refurbishment of existing school facilities.</p> <p>The acquisition of IWBs for all classrooms is now complete, along with extensive new ICT infrastructure reported on above.</p> <p>Present Science classrooms in particular have been enhanced by the purchase of capital stock such as microscopes and a vacuum pump. In addition, the increasing success of the Development Office has enabled the purchase of Astronomy equipment, including telescopes, with a flourishing Astronomy group for juniors and seniors. Funding for a school observatory (to be named after the English astronomer Sir Patrick Moore) has been secured, and this will be completed in 2015.</p>	IP	C
<p>Recommendation # 4 The School address in the Vision 2020 plan the need for, and the cost of, the buildings and spaces which will need expansion or relocation if the student body and required additional teachers, increases to 400 students.</p>	FRPP	5 Yr.
<p>Phase One: Building work began on the new School Maths and Science building (named The Veritas Building) in January 2014. The build is due for completion in December 2014, with teaching taking place in The Veritas Building from 5 January 2015. The build is on time and on budget. The Veritas Building will provide the following:</p> <ul style="list-style-type: none"> o 6 science labs (vice current 4) including three fitted out with disability access workstations. o 6 maths classrooms (vice current 4). o 3 Prep rooms. o Seminar room. o Staff room. o Large atrium area. 	IP	C

The completion of The Veritas Building will allow work to start in January 2015 on the refurbishment of the two boys' day houses (Havelock and Clyde); these will be moved from their current position in Top School, to the old Science block. The old science laboratories will be refurbished over a 3 month period, with separate rooms created for juniors, seniors and sixth formers. Additionally, showers will be installed and a Houseparents office/parents waiting area created.

The move of the boys' day houses will allow the Library re-development to begin in April 2015. This is currently being tendered, with costings due in by early December.

The funding requirement for Phase One sits at just under £5.5M, with all bar £400K having been raised through property sales, donation, grant or surplus. It is anticipated that the School will take out an overdraft of £400K in mid 2015 and will require the overdraft facility for 12 to 18 months (depending on pupils numbers).

Authority to proceed with Phase One was granted by the Board of Governors in November 2013.

Phase Two to Four: The second phase of the 2020 Vision remains the Sports Hall. The initial estimate placed the build at the £5M mark, however without compromising on internal specifications, initial investigations indicate that with a revised external design the build can be achieved for c.£3.5M. The five year financial plan reflects the School's intention to commence the build in 2018, by which point a surplus will have been built up. It is likely on current projections that between a £1.5M and £2M loan will be required to achieve this plan. Recent work on the dining room (increasing seating capacity by 20 seats), combined with the baseline intent of the emerging School Strategic Plan, has led to a re-think of Phases Three and Four. It is now intended that the School will initially grow to 322 and then plateau, prior to a further phase of growth up to approximately 390 pupils. The second phase of growth will require the conversion of a current staff house and day house to a boarding house. This rate of growth negates, for at least the next 15 years, the need for a new dining room capable of catering for large numbers. As such, it is now considered a more cost effective option to convert the current gym into a Performing Arts centre; this cannot be undertaken until post 2020 and the completion of the new Sports Hall. This leaves the site of the old Science and Maths building as a prime site for future development and negates the immediate need for Phase Four.

The funding of the 2020 Vision has been separated from the annual Capex budget, in order to ensure that the development of the wider site is not hindered by the wish to focus on specific development projects. Capex for 2014/15 is set at 515K and will be increased annually by 3%. Quality boarding and day house provision remains fundamental and as such a plan is in place to refurbish one house each summer. Capex spreadsheets have been created for the next 5 years allowing forward planning of capital events.

A five year financial plan was implemented in 2012/13 as the baseline plan for commencing the 2020 Vision. The project to date has been monitored against the plan and the plan revised with actuals for

<p>2012/13 and 2013/14. However, in order to plan the 2020 Vision in financial terms, a longer view of strategy and needs was required. In 2013, the Governors began the process of developing a 15 year Strategic Plan, with the aim of this dovetailing with the 5 year plan. The Strategic Plan is now well developed and due for completion in late spring 2015. The strategy has been broken down into 10 key themes, with strategic markers laid down within each theme. This plan will allow the School to plan developments, consider decisions within its context and measure outcomes against it.</p>		
---	--	--

VISITORS' SUMMARY COMMENTS & OBSERVATIONS

Kingham Hill School reports that all the recommendations made by the Visiting Team in 2010 of Section F Resources have been Completed. This school has developed and is in the process of completing remarkable resources to support teaching and learning as well as various other services for students, staff and the community. The design and implementation of the ICT Vision and Strategy is an excellent example of the commitment the school has made to ensure the ICT program adequately supports the total school program. The list of achievements for ICT includes a major improvement in the capacity of the broadband provision, substantial infrastructure gains that have supported student management, instruction and digital literacy, software packages for a number of academic disciplines, and the implementation of policies to address student safety in the technological environment. The concept of Bring Your Own Device (BYOD) was introduced and is reported as a success in the current school year. The school is serious about improving the ICT impact on all aspects of KHS. Now that the resources for ICT are in place, additional attention must be given to using this technology as an effective instructional tool for all students. A systematic and routine evaluation of the impact of ICT will be crucial in sustaining the financial and conceptual support for continued improvement in this area.

The library renovation, scheduled for completion for the start of the 2015/16 school year is another example of the significant improvements made to the school since the initial accreditation report of 2010. A new librarian has joined the staff and she has developed a number of programs that have increased the use of the library by students and staff alike. The collection in the library has been reviewed and outdated and irrelevant materials have been removed. Audiobook and eBook services have been successfully constructed for academic and recreational reading purposes. The library organizes a variety of events around World Book Day, enhancing the schools efforts to be internationally-minded. The librarian has been a strong champion of infusing technology into the instructional and recreational fabric of the school. The Digital Literacy group, AKA the "Digital Divas" was set up by the librarian to map where digital literacy is taught in each subject area and to plan for future development.

The school has embarked on an ambitious plan to refurbish classrooms, including ICT infrastructure, substantially improve existing school facilities and build new structures at the school. The completed Veritas Building is a beautifully designed building that houses well equipped maths and science classrooms. The library renovations will create a modern, well-lit learning facility that will be attractive to students for both formal and informal activities. Repairs and redesigns for two boys' day houses will allow the library redevelopment to begin. There are also firm plans to build a school observatory, scheduled for completion in 2015.

The school is well positioned to carry the 2020 Vision forward in both strategic and

financial terms. The school has paid meticulous attention to the fiscal requirements of their 2020 Vision and has carefully monitored each step forward as it has been carried out. The plan is well articulated, well known by all the school's constituencies and strongly supported by the school's Board of Governors. The school has used its Marketing and Development offices to effectively promote the 2020 Vision and celebrate the school's fruitful efforts to realize the promise and conclusion of many elements of the plan.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
G	<p>Recommendation # 1 The School explore how to further promote cooperation between the School and parents by strengthening the recently founded Parents and Friends Association</p>	FRPP	5 Yr.
	<p>Within KHS, the Marketing and Development offices are the school contacts and liaisons with the KHS PTA. The parents are Nigel Wodehouse, Kelly Slevin, Louanne Gill (parent and teacher), Sally-Ann Betts, Kathryn Hedigan, Nicky Benson and Celia Wodehouse. The KHS staff are Sheila Kelly and Harriet Dearden and Jenna Robinson. The full PTA meet about every 2-3 weeks. At times they will meet more often because of special events e.g. the Christmas fair. Nigel Wodehouse is the Chairman.</p> <p>Other initiatives to strengthen and develop links with parents include a weekly e-mail to all parents. This contains news and updates. Since last term, Michaelmas 2014, parents have had access to the new school database (iSAMS) which contains a 'Parent Portal'. This will provide regular and updated information. Inevitably this will expand in the months to come, and the communication flow will be further enhanced.</p> <p>The sports department is very keen to develop weekend sports fixtures. These are easier for parents to attend. In Michaelmas 2014, parents could attend two Saturday fixture dates. Many parents already attend the performing arts events and special occasions such as Remembrance Sunday and the Christmas Carol Service.</p> <p>Through the Development Office there has been a regular flow of social events for parents and staff. To date these include wine tasting, clay pigeon shooting and planting a hedge as an anniversary of the First World War. For the last two years, at the end of the Trinity term, there has been a Summer Ball for pupils, staff and parents. This has been a wonderful end to the school year.</p>	F	C
	<p>Recommendation # 2 The School continue to expand and strengthen its Community Service program in tune with the Christian mission of the School</p>	FRPP	5 Yr.
<p>There are a variety of opportunities for the pupils to serve the KHS community, the local communities and the global community. Within school:</p> <ol style="list-style-type: none"> 1. Helping Hands, a weekly club that serves the school community. These are often practical tasks in and around school. On a Thursday afternoon, a small group of pupils visit to home for the elderly in Kingham. In Michaelmas 2014, KHS will be leading a Sunday morning Christian service. This may become a monthly event. 2. Duke of Edinburgh award, a weekly course for senior pupils to develop citizenship and leadership awards. Within this pupils must show they serve within school, and elsewhere. It is a tiered award, bronze & silver 2014, and gold in 2015. Training sufficient specialist staff can be an issue for this excellent initiative, especially with increased expectations amongst the pupils. 3. Combined Cadet Force, a weekly regimental unit. Training sufficient specialist staff can be an issue for this excellent initiative, especially with increased expectations amongst the pupils. 	IP	C	

<p>4. Ecowarriors, this is a gardening club. Each week pupils help with clearing, planting and cultivating vegetables. Some of this is eaten in the dining room. This is a small club with huge potential at KHS.</p> <p>5. Animal Club, this has been running for seven years and is a small holding of animals. Typically composed of ponies, alpacas, goats, sheep, pigs, rabbits etc.. This club runs three afternoons per week. Keen pupils assist with daily feeding and mucking out. Some KHS meat is consumed in the dining hall, or sold to staff and parents.</p> <p>Outside school, we are involved in two global projects:</p> <p>1. Orphanage in Zambia, every other year a team of sixth formers have visited and worked here. This has been a life changing event for many of them. This has been run by the KHS Chaplaincy.</p> <p>2. South Africa, every other year a team of sixth formers have helped at a conservation project in a game park. This has been run by the KHS Science department.</p> <p>The Christian ethos of the school encourages practical service initiatives. Each term there are charity events. In the Lent term, there is a larger charity drive for a charity selected by pupils. A Charity Team oversees and drives the events. In 2013 it was Coppers for Water, in 2014 it was for the Zambia orphanage and in 2015 it will be for Helen and Douglas House (a hospice in Oxford).</p>		
<p>Recommendation # 3 The Board define the place of international-mindedness within the context of the School</p>	FRPP	5 Yr.
<p>The Governors responded to this recommendation. A copy of their policy is included in the supporting documents.</p> <p>In 2014-15, KHS continues to enjoy a rich selection of nationalities, including:</p> <p>15 Chinese (5%) 15 Germans (5%) 5 Russians (2%) 2 Ukrainians 26 Americans (9%) 190 British (66%)</p> <p>The ESOL department oversees and provides specialist language education for pupils with English as additional language. They are fully integrated into the House system, so they enjoy many different friendships. We continue to celebrate national events e.g. Chinese New Year, Thanksgiving. In 2013, we initiated a series of Christian events aimed specifically for international pupils. These are both cultural and spiritual. Attendances have been high, indicating how they are appreciated by the international pupils at KHS.</p>	IP	C
VISITORS' SUMMARY COMMENTS & OBSERVATIONS		
<p>Given the dates of the Five-Year Visit which took place just prior to a bank holiday, it was a challenge for the school to have a number of parents available to meet with the Visitors. During the meeting with the parents, it was clear that they are pleased with the school and its many programs and services and hold the school in high regard for the personalized experience their adolescents enjoy. Expansion and/or the reorganization of the American Studies program was an area of interest with an expressed need to provide</p>		

more Advanced Placement courses and more flexibility in scheduling. A number of social events are well-attended by parents as well as student performances and athletic events. Parents are surveyed on a regular basis and the results are cited in several documents the school provided as evidence for the Five-Year Visit. Access to the parent portal through iSAMS will provide parents with a wider range of information related to individual student's academic achievement and school announcements and events. The Head of school's weekly newsletter also provides current information about school life and upcoming events.

However, parents have no formal role in the decision-making process and that is not necessarily viewed as an issue for the parents with whom the Visitors met. In providing information related to the tenets of the CIE Standards, they recognized the importance and value of their having formal, scheduled opportunities with established agendas to meet with designated personnel on a regular basis. Parents would benefit from having a deeper understanding about the school's accreditation and its benefits and value-added to Kingham Hill School.

Students are engaged in an expanded variety of community service projects and activities, some of which are ongoing while others are single events that occur once or twice during the school year. The two global projects, the Zambia orphanage and the game park in South Africa, provide sixth formers with rich and invaluable opportunities to work at each of those sites. The Visitors were most impressed with the students' presentation during chapel detailing their time at the orphanage. It was equally apparent that students attending the all-school chapel meeting were amazed and impressed with the work of their peers.

The Board of Governors, the various management teams, and the teachers have given increased attention to international-mindedness in recent years. The Charity Team is directly responsible for several of the projects and activities. Visitors saw several examples of the integration of international-mindedness during classroom visits as well as during chapel which occurs on a daily basis for students in various grades and once a week for all students. In addition, in meetings with students they were able to provide numerous examples of ways in which the school honors and celebrates international-mindedness throughout the school year both within their classes and other school events and beyond the school campus. The school's Christian ethos is a significant factor in its ongoing focus on international-mindedness.

SECTION 2a – ACTION PLANS

Summarize action plans the school has developed in response to Visiting Team Recommendations rated In Progress (*IP*) at this Five-Year stage.

Section (e.g. A1, B4 Middle School, etc.)	Actions	Success Criteria	Timeline
B1, B2 (AmSt ud), B3 (AmSt ud)	These three recommendations encompass the leading, monitoring, and evaluation of teaching and learning. This is the central thrust of the Head's personal plan (see attachments), with a thorough review planned for 2015.	i.) Formal structures for peer observation and sharing good practice. ii.) Enhanced, structured, and data-driven evaluation of teaching, marking, reporting, and 'pupil voice' iii.) Training for Head and further review and evaluation	Jan 2015 Sept 2015 From Sept 2015
C4	Collate a Board Policy Manual	A document which meets regulatory requirements in all regards, with a regular and structured cycle of review	Sept 2015
C5	Governance Committee to discuss proposals to put before the full Board	A robust process of self-evaluation in place	Sept 2015
D1	Action points are described under the recommendation above	Job descriptions for faculty reviewed as described	Sept 2015

VISITORS' SUMMARY COMMENTS & OBSERVATIONS

Kingham Hill School has the capacity, commitment, and resources to successfully address the remaining recommendations marked as In Progress at the time of the Five-Year Report. The transformational work completed in the last five years by the school to adopt policies, procedures and projects that bring the school at or above the Standards is a strong predictor of future success in completing the remaining tasks before the next decennial visit scheduled for 2020. The strength of the school community is remarkable. Students at KHS will receive a high quality education in a supportive, warm, and beautiful setting. Provisions for evaluating teaching and learning will be best undertaken if all stakeholders are given a voice in the design, implementation and revision of this process. The school must also forge bravely ahead in the area of instructional technology, while remaining true to its traditional British School character.

An additional component of the evaluation of teaching and learning will require teachers to increase the range of instructional practices to engage students more actively in the learning process. Further, the use of a wider range of formative assessment practices to inform changes in instructional practices will serve to benefit students' learning experiences. Increased professional development in those two areas will provide classrooms teachers and their evaluators with the necessary support. The In Progress curriculum recommendations are process driven and, thus will require dedicated time to develop and implement. Both the Board of Governors and the Senior Management Team

are fully aware of the importance of this work and anticipated completion prior to the 2020 decennial visit. They have established an ambitious timeline which may require some adjustments as these comprehensive and very necessary processes unfold.

SECTION 2b – ACCOMPLISHMENTS & CHALLENGES

- Reflect upon and describe significant accomplishments and/or challenges that have occurred since the First Report on Progress & Planning and comment on their current and likely future impact on the school as a whole.
- The sections reflect the 8th Edition Standards headings.

SCHOOL COMMENTS

VISITORS' COMMENTS

School Guiding Statements (A):

As described above, the School has now clarified its various guiding statements into a single mission statement, from which the strategic themes for the medium and long term future of KHS have been extrapolated. There is a real clarity of vision, purpose, and direction, and we now feel this is a real strength

The school's commitment to its guiding statements is sincere, reflective and well-articulated. Combined with the 2020 Vision, these documents serve as an effective blueprint for the future of the Kingham Hill School. Much progress has been made in this area. The implementation of the ten themes within the 2020 Vision will further enhance the school's commitment to increasing the level of academic rigor and raising academic standards and decisions related to the size of the school, and enhancing the sixth form programs.

Teaching & Learning (B):

KHS is blessed with a committed, enthusiastic, and talented faculty, with low turnover. The challenge for management is to bring more rigour to the monitoring of teaching and learning, to enable faculty to learn from best practice and develop, and to enable pupils to have a stronger voice in reflecting on their progress and how teachers help them to achieve

Improving teaching and learning through evaluation, with a specific focus on a wider range of instructional practices which engage students as active learners demonstrating best practice, including the increased use of technology in the learning process both within and beyond the classroom, and the use of formative assessments beyond the reliance on statistical data will be key in preparing students for successful lives after KHS.

Governance & Leadership (C):

The new Chair has brought great experience of the UK independent sector as a former Head, along with drive and vision to see the Board meet the challenges of 21st century governance. Again, KHS is blessed with a gifted and very committed group of volunteers, with wide experience in a number of fields, who superintend the School. The challenge for the Board is to develop clear and codified procedures for their own development and regulatory oversight

Governance and leadership are particular strengths of this school. The shared planning and discourse with the school's constituencies as documented in the 2020 Vision will enable the school to even more effectively achieve its goals and meet the tenets within its Guiding principles. All of this work needs to provide both parents and students appropriate levels of involvement.

<p>Faculty & Support Staff (D): The new Bursar is a superbly effective leader of the support staff, and in turn her support of the Head enables academic and pastoral staff to do their jobs appropriately. Staff morale, as measured by the Governor responsible for faculty, and successive chairs of the faculty organization (CRA), has increased markedly in recent years. There is a low turnover and KHS is regarded as generally a good working environment. Challenges to address include continuing to focus INSET and CPD on teaching and learning effectively, and further refining the appraisal system to be more objective and focused on personal improvement.</p>	<p>Faculty and support staff are largely pleased with the school, the Senior Management Team and their roles in the day to day activities for which they are responsible. A more effective and pragmatic role for teachers in appraisal, induction, and peer support regarding teaching practices will improve teaching and learning at the school. As stated in other sections of this report, teachers and members of the leadership/management teams, including Heads of Departments, will benefit from purposeful time dedicated to INSET and CPD offerings.</p>
<p>Access to Teaching & Learning (E): KHS has highly effective and well-established departments in Greens, ESOL, and Octagon to address the access of pupils with particular needs. The challenge is to continue to build on these strengths.</p>	<p>This is another of many particular strengths of the school. By the strong and effective support provided for students with learning needs, the entire program of teaching and learning is enhanced. Increased subject areas involved in the Octagon program would provide a wider range of offerings and areas of interest for the gifted and talented students.</p>
<p>School Culture & Partnerships for Learning (F): As reported above, the School has made very significant progress in this regard, with structured community service programmes, and a successful Development Office encouraging good partnerships with parents, local organisations, and others. The challenge for KHS is to increase its success year-on-year, and to refine a more objective way to measure outcomes in this regard.</p>	<p>The established school culture is very positive and respectful and easily recognized as soon as one is on campus. KHS, as demonstrated by the 2020 Vision, is not satisfied to rest on its laurels. Maintaining the school culture and climate in view of the expected growth will require careful and accurate monitoring of the degree of success for all constituencies. Future decisions regarding potential enrollment growth, including more boarding students, should involve thoughtful and reflective discussions with all school constituencies. In a meeting with students, they were unanimous in their belief that the school's enrollment not be increased by any significant number.</p>

Operational Systems (G):

The management of finances, estates, and buildings have all improved dramatically in recent years, and a strong team is now in place. Evidence of this is the successful completion of the new Veritas Building, and secured funding for a new Library, which will commence construction in 2015. KHS meets all relevant Health and Safety standards, and conducts regular fire and electrical checks and drills. A planned programme of refurbishment is in place for buildings and grounds, and especially for boarding houses, which have been gradually brought to an equivalent standard since the FRPP. The challenges moving forward continue to include improving the lighting of the site at night, and regularizing security standards on all buildings to match those for boarding houses.

The school places great emphasis on the physical plant and plans for improvement of the buildings and grounds. While there are many sound rationales for these efforts, the strategic nature of the improvements, coupled with the relentless focus on advancing teaching and learning are making a profoundly positive impact on the educational experiences of students enrolled in the school. The school campus is welcoming and covers a large number of acres where students move about throughout the school day and after-school hours.

In addition to upgrading security systems within all of the buildings, the Senior Management Team in collaboration with the Facilities Director should embark on the development of a formal campus protocol to be used in the event of an emergency situation.

SECTION 2c – CORE PRINCIPLES

Accreditation emphasizes several key concepts which should constitute the core of a school's orientation and focus: (1) a School's Guiding Statements (or Vision/Mission/Objectives), (2) Teaching and Learning, and (3) Internationalism/ Intercultural Competence. Please reflect on these three core principles as they apply to your school's current context and indicate any area(s) you perceive to be in need of attention during the next 3-4 years. In order to enhance the transition from the 7th to 8th Edition of the NEASC Guide to School Evaluation Accreditation, the Visitors may add additional advice on improving the school's alignment to the three main drivers (The school's Guiding Statements, Teaching and Learning and Internationalism).

SCHOOL REFLECTIONS	VISITORS' COMMENTS
<p>(1) Guiding Statements (to what extent do they drive the school's programs and operations? What evidence is there that they are understood, shared, and implemented in the life of the school?)</p> <p>With the adoption of the new mission statement, we feel that this now drives all aspects of KHS. Strategic themes have been extrapolated from it, which have been worked on collaboratively by Board and faculty to translate into defined directions for school improvement.</p> <p>Area(s) for Future Attention:</p> <p>Ensuring that the clear understanding of the mission statement, and the monitoring of outcomes, is entrenched within school culture at all levels.</p>	<p>The school's guiding statements significantly drive the school's programs and operations. From the daily chapel sessions to extracurricular sports programs, student and teachers strive to be true to the school's Christian ethos. Daily observations, distributed documents, and student, teacher and management interviews all consistently articulate and support the mission of the school.</p> <p>An important area for future attention is designing a plan to regularly review and revise the mission to reflect growth and change at the school.</p>
<p>(2) Teaching and Learning (are students' learning outcomes clearly stated? To what extent is students' learning the focal point of school development and decision-making? How is student learning "measured"?)</p> <p>KHS has a very clear attainment-based assessment system for all pupils in place. Targets are set in each subject which are ambitious, but related to ability, and pupils are incentivized both towards personal improvement and high achievement. Systems are in place to help pupils who are underachieving to progress. Teaching and learning is the very clear priority of school development and decision-making.</p> <p>Area(s) for Future Attention:</p> <p>As described above, KHS needs more focus on sharing best practice, and data-driven monitoring of the effectiveness of teaching amongst the faculty. Plans are in place to address this in the coming calendar year.</p>	<p>Teaching and learning is at the forefront of school development and decision-making. Retaining a "healthy mix" of students, supporting and challenging those students academically, and ensuring the best learning outcomes for each individual student is embedded in the daily routine of the school.</p> <p>It is clear that while some well-established schemes for assessment are in place to measure student achievement, additional opportunities for measuring not only student academic success, but also the effectiveness and impact of numerous programs needs to be undertaken as well.</p>
<p>(3) Internationalism/Intercultural Competence (how has the school defined this concept? How does it promote internationalism?)</p>	<p>This remains a work in progress for the school. It has articulated and published</p>

<p>The school mission statement, and the accompanying Board statement, give a clear understanding of the commitment of KHS to the dignity and worth of all human beings, and the benefits of diversity. All UK schools are now required by regulation to actively promote mutual tolerance and understanding of different backgrounds and cultures, and we feel that we are very successful in this regard.</p> <p>Area(s) for Future Attention:</p> <p>To further develop and integrate PSHE teaching in the classroom and in Chapel so that there is a coherent annual programme covering all required areas for all pupils.</p>	<p>a statement and has put in place several recurring programs to raise awareness of and practice internationalism. As this theme is relatively new for the school, further discussions leading to additional growth of programs and promotions will be important.</p> <p>While measuring the degree to which KHS is competent in the area of international-mindedness/intercultural concepts is a serious challenge for all schools, including KHS, the school is most attentive to increasing its focus on international-mindedness.</p>
<p>Which of the “Areas for Future Attention” do you consider most urgent for your school? Why?</p> <p>Our most recent ISI visit was full of praise for our development in the third of these areas, but highlighted a need for more rigorous monitoring of teaching and learning, and for this and other reasons explained above, we feel that this is our major priority moving forward.</p>	<p>Kingham Hill School has candidly reflected on their strengths and needs for the future. Teaching and learning is in the spotlight for this school and the visitors are confident that using the 2020 Vision, the school will take the necessary steps forward to continue improve an already effective and unique school based on its three foundational components.</p>

SECTION 3 - THE FUTURE

How do you see the school developing to serve the needs of the next generation of your students? What opportunities and challenges does the school envisage?

SCHOOL COMMENTS	VISITORS' COMMENTS
<p>The 2020 Vision sets out the direction for the future of the School. The original school development plan is included in the attachments.</p> <p>Over the last 3 years the Board and Executive have worked together to refine a shorter term 5-year plan. A collaborative consultation including all faculty, the Board, and the school architect rigorously examined the assumptions of 2020 and the needs flowing from it. The school then identified 4 phases of building works required for two optimum numbers – 322 and 428 pupils. Business Plan 322 (attached as a document) describes the funding and planning for Phase 1, which is ‘future-proofed’ should the school decide to make the step-change to 428 as an optimum number.</p> <p>The response to Recommendation 4, Section D, describes current progress towards these goals.</p> <p>The major challenges are to achieve our three strategic objectives, which are outlined in Business Plan 322. These are viability in support of the mission of KHS (entailing higher pupil numbers), high academic standards (in support of viability), and suitable facilities (in support of viability).</p>	<p>Kingham Hill School has done a remarkably effective job of planning, revising the plan and implementing the revisions for the last several years. Their efforts have moved the school forward in a number of areas including the provisions for technology, greatly improved classroom learning spaces, a library program that now helps to provide an on-going programme of instruction, and improvements to the physical plant. The school is well-positioned to effectively grow its population while retaining its unique character by carefully following the elements of its broadly adopted plan and vision. Its challenge is to meet the requirements of ISI compliance, achieve the CIE Standards for Accreditation and remain firmly rooted in the stated concepts of the school’s founder. Without question, it is the belief of the visitors that this school has the capability to meet these challenges in the future.</p>

PART III SCHOOL DATA

School Name:	Kingham Hill School
Address:	Kingham Oxon OX7 6TH UK
Date of most recent Team Visit:	February 2010
Date of the 5-Year Report:	December 2014

At the time of the last Team Visit	Total student enrolment was:	277
	Age range was:	11-19

At the time of this 5-Year Report	Total student enrolment is:	293
	Age range is:	11-18

LIST OF PERSONS INVOLVED IN COMPILING THIS REPORT

NAME (please type)	POSITION	SECTION(S) INVOLVED
Please see attached document		

SUPPORTING DOCUMENTS & SIGNATURES

Please list supporting documents enclosed with this report (or provide hyperlinks):

1. List of faculty compiling the report and working groups
2. Head's reporting cycle to the Board
3. Head's report to the Board, November 2014
4. KPIs, November 2014
5. Education Committee Minutes x3
6. Board statement on internationalism
7. ICT strategy document
8. Head's personal plan (following appraisal)
9. Whole School Development Plan (2020) 2008
10. Business Plan 322

Director/Head of School Name:

Nicholas Seward

Signature:

Director's/Head of School's E-Mail Address:

n.seward@kinghamhill.org

Board Chair Name:

John Richardson

Signature:

Board Chair's E-Mail Address:

jsr1253@gmail.com

Date:

23/12/14

Upon completion, please send this Report to NEASC-CAISA.

Thank You.

PART IV

CONCLUSION BY FIVE-YEAR VISITORS

NOTES FOR VISITORS

In Part IV, the Visitors make their concluding remarks. They may include:

- Comments on the school's commitment to improvement and capacity for change;
- Thanks to the school;
- Comments on:
 - the extent to which the school is mission driven and vision led;
 - the extent to which the school is learner-focused and cares about well-being;
 - the extent to which the school has embedded internationalism into the fabric of the school.

VISITORS' COMMENTS

Kingham Hill School is a school truly committed to each of the students it serves. The positive, safe, supportive, and respectful culture provides a personalized and supportive learning and living environment. The Visitors firmly believe Kingham Hill School while remaining true to its mission and its foundational components has made significant progress since the time of the initial accreditation visit. The accreditation report and the follow-up process within the accreditation process have played a major role in these changes which have clearly been led by the Board of Governors, the Head of School, and the Senior Management Team. The vision of the Board of Governors as documented in the 2020 Vision establishes the school's direction for the next twenty years. The ten themes within the 2020 Vision include a broad number of areas including decisions related to the future size of the school and the balance between day and boarding students, ongoing facilities upgrades and the construction of new buildings, maintaining financial stability, expanding the American Studies Program and the number of students enrolled in the program, further expansion of the Sixth Form offerings, and preparing students for life beyond Kingham Hill and their post-school education. The 2020 Vision holds true to the tenets of the school's Christian ethos, the offering of a British curriculum, and most recently the accreditation process. The progress made since the 2010 initial accreditation visit discussed during the Five-Year Visit and documented in this report affirms the school's capacity to both sustain its current programs and service and implement the 2020 Vision.

Within the many aspects of the daily life at Kingham Hill, the mission is ever-present within the chapel, classrooms, the cafeteria, the Sixth Form lounge, the boarding houses and the day student houses as well as across the campus as students move throughout the day. Students spoke positively about their school and they believe it is their school and cited numerous ways in which they know teachers, administrators, and support staff truly care about their well-being. The adults who work at the school spoke highly of their students and the level of caring they have for the students. The recent addition of day houses for the day students who will soon have newly renovated areas is another example of providing all students with a home base. The daily time at chapel and the tutorial program which alternates throughout the week speak to the well-being and learner-focused educational experience for the students. The emphasis on the Christian ethos and the pastoral care program are major contributing components of the school's mission being actualized and embedded in the culture of the school. The Board of Governors continues to provide a strong and effective vision which has led to recent improvements and will serve to support future changes at Kingham Hill. The numerous support systems in place that serve to personalize each student's educational experience

contribute positively to the school being learner-focused.

The school's focus on international-mindedness has increased in recent years as referenced in this report and continues to be an area in need of additional attention. From the Visitors' perspectives, Kingham Hill recognizes the challenge presented and will continue to embed international-mindedness in the life of the school. The opportunities students have to share and learn from each other regarding their various cultures and values contribute positively to the school being internationally-minded.

Finally, the Visitors wish to thank all members of the Kingham Hill community for their hospitality and welcoming to the school. The Five-Year Report prepared by the school was well-developed and thorough which provided the Visitors with the information and documentation needed for our work. Both formal meetings and informal conversations throughout the visit were candid and informative. The Board of Governor's availability on several occasions during the visit was noteworthy and the commitment of administrators, teachers, support staff, student and parents to meet with the Visitors is deeply appreciated. Special acknowledgement is offered to the chairs of the committee responsible for preparing the report and making arrangements for the schedule during the visit. It was a most positive experience. The Visitors wish Kingham School all the best as it moves forward with the full implementation of the 2020 Vision. We believe the three foundational components of Kingham Hill will continue to provide the structure for its future success and effectiveness.

Visitor's name: Janet D. Allison

**Visitor's position:
Director CPS/NEASC**

Date: June 4, 2015

Visitor's name: Scott Phair

**Visitor's position:
Director(Retired),
Capital Area Technical Center**